

EYFS Learning Objectives

Literacy: Word Reading

Birth to three - babies, toddlers and young children will be learning to:

Pay attention and respond to the pictures or the words

Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Three & Four-Year Olds will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Children in Reception will be learning to:

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

ELG Children at the expected level of development will:

Say a sound for each letter in the alphabet and at least 10 digraphs

Read words consistent with their phonic knowledge by sound-blending

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Literacy: Reading Comprehension

Birth to three - babies, toddlers and young children will be learning to:

Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.

Say some of the words in songs and rhymes.

Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.

Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.

Repeat words and phrases from familiar stories.

Ask questions about the book.

Make comments and shares their own ideas.

Develop play around favourite stories using props.

Three & Four-Year Olds will be learning to:

Understand key concepts about print:

- print has meaning
- print can have different purposes

Engage in extended conversations about stories, learning new vocabulary.

Children in Reception will be learning to:

Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Link to K&U

Compare and contrast characters from stories, including figures from the past.

ELG - Children at the expected level of development will:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Phonics: RWI**For Birth to 3 year olds we will:**

- Provide many opportunities for children to develop familiarity with stories, nursery rhymes, poems and songs.
- Provide opportunities for planned talk.
- Plan opportunities for closed and open questions.
- Plan opportunities for role-play.
- Plan opportunities to enhance the children's vocabulary.
- Plan 'building sentences orally' activities.
- Plan opportunities to make up stories together
- Plan opportunities for children to talk about the things that they have made.

For 3 and 4 year olds in the Spring we will:

- Continue with activities from the autumn term.
- Teach the children how to say the pure sound for each of the set 1 phonemes (but not linking this to the grapheme)
- Provide opportunities for children to listen for and identify sounds.
- Use Fred talk throughout the day

For 3 and 4 year olds in the Summer we will:

- Continue with activities from the spring term
- When the children are ready, (this may not be at the same time for all children) begin to teach the set 1 graphemes.
- Teach the handwriting phrases for each letter as the children learn it (choose how to form the letter dependent on child's fine motor control e.g. pencil, large paintbrush and paper, chalk outside).

Children in Reception will be learning:**Autumn:**

- Set 1 sounds
- Handwriting
- Oral blending

- Blending to read

Spring 1:

- Recap set 1 sounds
- Handwriting
- Blending to read
- Set 1 special friends
- Spelling – word time 1.5-1.6
- Ditties

Spring 2:

- Teach set 2 sounds
- Spelling – word time 1.6-1.7
- Red books

Summer:

- Recap set 2 sounds
- Spelling – set 2 sounds (later with consonant clusters)
- Green/purple books

Literacy: Writing

Birth to three - babies, toddlers and young children will be learning to:

Copy finger movements and other gestures

Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."

Make marks on their picture to stand for their name.

Three & Four-Year Olds will be learning to:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Children in Reception will be learning to:

Form lower-case and capital letters correctly,

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

ELG Children at the expected level of development will:

Write recognisable letters, most of which are correctly formed,

Spell words by identifying sounds in them and representing the sounds with a letter or letters,

Write simple phrases and sentences that can be read by others.

Physical Development: Fine Motor Skills

Birth to three - babies, toddlers and young children will be learning to:

Develop manipulation and control. Explore different materials and tools.

Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.

Three & Four-Year Olds will be learning to:

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.
 Show a preference for a dominant hand.

Children in Reception will be learning to:

Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
 Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
 Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
 Use a range of small tools, including scissors, paintbrushes and cutlery.
 Begin to show accuracy and care when drawing.

Key Stage One National Curriculum Objectives	Strand	Units
<p>YEAR 1</p> <p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions e.g I’m, we’ll ... and understand that the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Reading – word reading</p>	<p>1.1</p>
<p>YEAR 2</p> <p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the same graphemes as above Read accurately most words of two or more syllables Read most words containing common suffixes Read most common exception words Read most words quickly and accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words</p>	<p>Reading – word reading</p>	<p>2.1</p>

<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Re-read these books to build up their fluency and confidence in word reading.</p>		
<p>YEAR 1 Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.</p> <p>YEAR 2 Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Discussing the sequence of events in books and how items of information are related Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Being introduced to non-fiction books that are structured in different ways Recognising simple recurring literary language in stories and poetry Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>	<p>Reading – comprehension</p> <p>Reading - comprehension</p>	<p>1.2</p> <p>1.3</p> <p>2.2</p>

<p>Discussing their favourite words and phrases Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Making inferences on the basis of what is being said and done Answering and asking questions Predicting what might happen on the basis of what has been read so far Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>		2.3
<p>YEAR 1 Spell: Words containing each of the 40+ phonemes already taught Common exception words The days of the week Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: Using the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g helping, helped and helper Apply simple spelling rules and guidance, as listed in <u>English Appendix 1</u> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>YEAR 2 Spell by: Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) e.g. The girl’s book Distinguishing between homophones and near-homophones</p>	<p>Writing – spelling</p> <p>Writing - spelling</p>	<p>1.4</p> <p>1.5</p> <p>2.4</p>

In Little Grangers we follow the Early Years Foundation Stage Curriculum which places focus on providing an environment which supports children's Communication and Language, Physical and Personal, Social and Emotional Development. All children have the opportunity to engage in activities on different themes during the course of the year. They will also access independently all the learning areas within the indoor and outdoor environment. These have been carefully planned to meet the children's needs and interest.

Speaking & listening

Reading

Stories are planned for and often read repeatedly throughout the week as young children enjoy the repetition and it gives them more opportunity to really understand (age appropriate) the story. Props for songs/rhymes and stories also enables children to learn them and helps enhance their understanding and often ensures greater participation.

Writing

Children as young as 2 years old begin to imitate the act of writing by creating drawings and symbolic markings that represent their thoughts and ideas.

A whole range of physical movements are planned for which provide risk and challenge in a safe environment. For example – gross motor activities allow for children to open and close books, throw, catch, dig, pour, jump, run, climb etc. Activities to develop fine motor skills are based around using pincer grip to pick things up.

FS1

Autumn 1 – All About Me

Word Reading:

- Pay attention and respond to the pictures or the words
- Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.

Reading Comprehension:

- Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some of the words in songs and rhymes.
- Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book.
- Make comments and shares their own ideas.
- Develop play around favourite stories using props.

Writing:

- Copy finger movements and other gestures
- Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."
- Make marks on their picture to stand for their name.

Autumn 2 - Celebrations

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book

- page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:
 - print has meaning
 - print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Spring 1 – We Are Rossington

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:
 - print has meaning
 - print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Spring 2 – New Life

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes

- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:
 - print has meaning
 - print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Summer 1 – The Very Hungry Caterpillar

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:
 - print has meaning
 - print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Summer 2 – What the Ladybird Heard at the Seaside

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:

- print has meaning
- print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

FS2

Autumn 1 – Me and My Community

Word Reading

- Understand the five key concepts about print:
 - print has meaning
 - print can have different purposes
 - we read English text from left to right and from top to bottom
 - the names of the different parts of a book
 - page sequencing
- Develop their phonological awareness, so that they can:
 - spot and suggest rhymes
 - count or clap syllables in a word
 - recognise words with the same initial sound, such as money and mother.

Reading Comprehension:

- Understand key concepts about print:
 - print has meaning
 - print can have different purposes
- Engage in extended conversations about stories, learning new vocabulary.

Writing:

- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately.

Autumn 2 - Celebrations

Word Reading

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading Comprehension:

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Link to K&U

- Compare and contrast characters from stories, including figures from the past.

Writing:

- Form lower-case and capital letters correctly,
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Spring 1 – Traditional Tales

Word Reading

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading Comprehension:

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Link to K&U

- Compare and contrast characters from stories, including figures from the past.

Writing:

- Form lower-case and capital letters correctly,
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Re-read what they have written to check that it makes sense.

Spring 2 - Farm

Word Reading

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school’s phonic programme.
- Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Reading Comprehension:

- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Link to K&U

- Compare and contrast characters from stories, including figures from the past.

Writing:

- Form lower-case and capital letters correctly,
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

Summer 1 – Africa

Word Reading

ELG Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Comprehension:

ELG - Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing:

- Write recognisable letters, most of which are correctly formed,
- Spell words by identifying sounds in them and representing the sounds with a letter or letters,
- Write simple phrases and sentences that can be read by others.

Summer 2 - Oceans

Word Reading

ELG Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading Comprehension:

ELG - Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Writing:

- Write recognisable letters, most of which are correctly formed,
- Spell words by identifying sounds in them and representing the sounds with a letter or letters,
Write simple phrases and sentences that can be read by others.

Year 1

Term 1 Traditional Tales/ Celebrations

Reading-Word Reading 1.1

Apply phonic knowledge and skills

Respond speedily with the correct sound to graphemes for all 40+ phonemes

Read accurately by blending sounds in unfamiliar words

Read common exception words.

Read aloud accurately books that are consistent with their developing phonic knowledge

Build up their fluency and confidence

Phonic screening practise.

Reading-Comprehension 1.2 & 1.3

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of stories and non-fiction

Link what they read or hear to their own experiences

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Recognising and joining in with predictable phrases

Discussing word meanings

Understand both the books they can already read (comprehension skills)

Checking that the text makes sense to them

Discussing the significance of the title and events

Making predictions and inferences

Participate in discussion about what is read to them and clearly explain their understanding.

Writing-Spelling 1.4 & 1.5

Spell:

Words containing each of the 40+ phonemes already taught

Common exception words

Naming the letters of the alphabet in order

Using letter names to distinguish between alternative spellings of the same sound

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

Write from memory simple sentences dictated by the teacher.

Handwriting 1.6

Begin to form lower-case letters in the correctly

Form capital letters

Form digits 0-9

Understand which letters belong to which handwriting 'families'.

Writing – Composition 1.7

Say out loud what they are going to write about/composing a sentence orally before writing it

Sequencing sentences to form short narratives

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, grammar and punctuation 1.8

Develop their understanding of the concepts set out in [English Appendix 2](#) by:

Leaving spaces between words

Joining words and joining clauses using and/but

Beginning to punctuate sentences using a capital letter and a full stop

Using a capital letter for names of people and the personal pronoun 'I'

Learning the grammar for year 1 in English Appendix 2

Use grammatical terminology in English Appendix 2 in discussing their writing.

Term 2 We are Rossington/ Superheroes

Reading-Word Reading 1.1

Apply phonic knowledge and skills

Respond speedily with the correct sound to graphemes for all 40+ phonemes

Read accurately by blending sounds in unfamiliar words

Read common exception words

Read words containing taught GPCs and -ing, -ed, -er and -est endings

Read other words of more than one syllable that contain taught GPCs

Phonic screening practise

Read words with contractions e.g I'm, we'll ... and understand that the apostrophe represents the omitted letter(s)

Read aloud accurately books that are consistent with their developing phonic

Build up their fluency and confidence.

Reading-Comprehension 1.2 & 1.3

Continue to develop the love of reading from term 1 and include listening to and discussing a wide range of poems.

Link what they read or hear to their own experiences

Continue with familiarity of a wide range of stories, retelling them and considering their particular characteristics

Recognising and joining in with predictable phrases and learning to appreciate rhymes and poems, and to recite some by heart

Discussing word meanings

Understand both the books they can already read accurately and fluently

Checking that the text makes sense to them as they read

Discussing the significance of the title and events

Making inferences and predictions

Continue participating in discussion and explain clearly their understanding of what is read to them.

Writing-Spelling 1.4 & 1.5

Spell words containing each of the 40+ phonemes already taught /common exception words and the days of the week

Using letter names to distinguish between alternative spellings of the same sound

Using the spelling rule of adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

Using the prefix un-

Using –ing, -ed, -er and –est where no change is needed in the spelling of root words e.g helping, helped and helper

Apply simple spelling rules and guidance, as listed in [English Appendix 1](#)

Continue to write from memory simple sentences dictated by the teacher.

Handwriting 1.6

Continue to form lower-case letters, capital letters and digits correctly.

Writing – Composition 1.7

Continue composing a sentence orally before writing it

Sequencing sentences to form short narratives

Re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – Vocabulary, grammar and punctuation 1.8

Develop their understanding of the concepts set out in [English Appendix 2](#)

Joining words and joining clauses using and/because/but

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Learning the grammar for year 1 in English Appendix 2

Use grammatical terminology in English Appendix 2 in discussing their writing.

Term 3 All around the world/ Seaside

Reading-Word Reading 1.1

Continuing to apply Year 1 NC objectives building on fluency and confidence

Complete Y1 phonic screening test.

Reading-Comprehension 1.2 & 1.3

Continuing to apply and embed Year 1 NC objectives.

Writing-Spelling 1.4 & 1.5

Continuing to apply/recap Year 1 NC objectives.

Handwriting 1.6

Continue to apply and embed Year 1 objectives (introduce joins as and when appropriate).

Writing – Composition 1.7

Continuing to apply and embed Year 1 NC objectives and becoming more confident and accurate.

Writing – Vocabulary, grammar and punctuation 1.8

Continue to develop their understanding of the concepts set out in English Appendix 2

Continue to learn and apply the grammar for year 1 in English Appendix 2

Continue to use grammatical terminology in English Appendix 2 in discussing their writing.

Year 2

Term 1 London's Burning**Reading-Word Reading 2.1**

Continue to apply phonic skills until automatic decoding has become embedded and reading is fluent

Read accurately by blending the sounds in words that contain the same graphemes as above

Read most words of two or more syllables; common suffixes and common exception words

Read most words quickly and accurately without overt sounding and blending

Focus on understanding what has been read

Read aloud books closely matched to their improving phonic knowledge

Re-read these books to build up their fluency and confidence.

Reading-Comprehension 2.2 & 2.3

Develop the love of reading, listening to, discussing and expressing views about a range of poetry, stories and non-fiction

Discussing the sequence of events in books

Being introduced to non-fiction books that are structured in different ways and retelling stories with familiar settings.

Recognising simple recurring literary language in stories and poetry

Discussing favourite words/phrases and clarifying the meanings of words, linking new meanings to known vocabulary

Understand the books that they can read and those that they listen to

Check that the text makes sense and correct inaccurate reading

Making inferences; predictions; answering and asking questions

Participate in discussion about books, poems and other works

Explain and discuss their understanding of books, poems and other material

SATs practise.

Writing-Spelling 2.4

Spell by:

Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling

Learning to spell common exception words and more words with contracted forms

Add suffixes to spell longer words, including –ment, -ness, -ful, -less and –ly

Apply spelling rules and guidance, as listed in [English Appendix 1](#)

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting 2.5

Form lower-case letters of the correct size relative to one another

Use diagonal and horizontal strokes needed to join letters moving on to basic joins

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

Use spacing between words correctly.

Writing – Composition 2.6, 2.7 & 2.8

Develop positive attitudes towards and stamina for writing by:

Writing narratives about personal experiences and those of others (real and fictional)

Writing about real events
 Writing poetry
 Writing for different purposes
 Planning or saying out loud what they are going to write about
 Writing down ideas and/or key words, including new vocabulary
 Encapsulating what they want to say, sentence by sentence
 Make simple additions, revisions, corrections and evaluations
 Check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 Proof reading to check for errors in spelling, grammar and punctuation
 Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – Vocabulary, grammar and punctuation 2.9 & 2.9b

Develop their understanding of the concepts set out in English Appendix 2 by:
 Learning how to use both familiar and new punctuation correctly (see English Appendix 2)
 Learn how to use:
 Sentences with different forms: statement, question, exclamation, command
 Expanded noun phrases to describe and specify
 The present and past tenses correctly and consistently including progressive form
 Subordination (using when, if, that, or because) and co-ordination (using or, and or but)
 The grammar for year 2 in English Appendix 2
 Some features of written Standard English
 Use and understanding the grammatical terminology in English Appendix 2 in discussing their writing.

Term 2 Rossington Where I live

Reading-Word Reading 2.1

Continue to apply phonic skills until automatic decoding has become embedded and reading is fluent
 Read accurately by blending the sounds in words that contain the same graphemes
 Read most words of two or more syllables; common suffixes and a range of common exception words
 Read most words quickly and accurately without overt sounding and blending
 Focus on understanding what has been read
 Read aloud books closely matched to their improving phonic knowledge
 Re-read these books to build up their fluency and confidence.

Reading-Comprehension 2.2 & 2.3

Fully engage with reading
 Recognising simple recurring literary language in stories and poetry
 Discussing favourite words/phrases and clarifying the meanings of words, linking new meanings to known vocabulary
 Continue to develop their comprehension skills
 Check that the text makes sense and correct inaccurate reading
 Making inferences; predictions; answering and asking questions
 Participate in discussion about books, poems and other works
 Explain and discuss their understanding of books, poems and other material
 SATs practise.

Writing-Spelling 2.4

Spell by:
 Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
 Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
 Learning to spell common exception words, more words with contracted forms and homophones
 Add suffixes to spell longer words, including –ment, -ness, -ful, -less and –ly
 Apply spelling rules and guidance, as listed in English Appendix 1
 Write from memory simple sentences dictated by the teacher.

Handwriting 2.5

Use spacing between words correctly.
 Develop joined handwriting.

Writing – Composition 2.6, 2.7 & 2.8

Writing for different purposes and produce longer pieces of writing
 Plan what they are going to write about
 Writing down ideas and/or key words, including new vocabulary
 Make simple additions, revisions, corrections and evaluations
 Check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 Proof reading to check for errors in spelling, grammar and punctuation
 Read aloud what they have written with appropriate intonation to make the meaning clear.

Writing – Vocabulary, grammar and punctuation 2.9 & 2.9b

Understand the concepts set out in English Appendix 2
 Use both familiar and new punctuation correctly (see English Appendix 2)
 Use sentences with different forms: statement, question, exclamation, command and expanded noun phrases
 Use the present and past tenses correctly and consistently including progressive form
 Subordination (using when, if, that, or because) and co-ordination (using or, and or but)
 The grammar for year 2 in English Appendix 2
 Some features of written Standard English
 Use and understanding the grammatical terminology in English Appendix 2 in discussing their writing.

Term 3 Queen Elizabeth II

Continue to embed and refine the above skills from term 1 and 2.

Reading-Word Reading 2.1

Apply phonic knowledge and skills consistently to decode quickly and accurately
 Read most words without overtly segmenting and blending.

Reading-Comprehension 2.2 & 2.3

Continue to use phonic knowledge and skills to read automatically and with fluency.
 Comprehend what has been read
 Pass Y2 SATS

Writing-Spelling 2.4

Spell at the national standard, using phonetic knowledge and familiarity with Y2 spelling rules and conventions

Handwriting 2.5

Build up handwriting speed and fluency

Writing – Composition 2.6, 2.7 & 2.8

Develop stamina for writing maintaining form and purpose
 Become more independent at proof reading and making additions, revisions and corrections.

Writing – Vocabulary, grammar and punctuation 2.9 & 2.9b

Proof read to check for errors in spelling, grammar and punctuation.

Substantive Knowledge and Deeper Knowledge

EYFS

Literacy Early Learning Goals	
Comprehension	Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Word Reading	Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing	Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
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Year 1

Unit 1.1 – Reading – word reading	
Emerging	Children apply their growing phonic knowledge to decode some words. They respond with the correct sound to graphemes for the phonemes taught so far, including some alternative sounds. They know how to segment and blend sounds in some unfamiliar words, using the GPCs taught. Children can read a number of simple common exception words, adding to these over time, e.g. a, the, to, I, be, he, me and familiar words with more than one syllable which contain known GPCs. They can read some words with the following endings: -s, -es, -ing, -ed, and -est and begin to recognise and read contractions e.g. I'm, I'll, can't. Children can read phonically-decodable books which match their developing phonic knowledge. They can also read a growing number of pseudo (alien) words, beginning with CVC words.
Expected	Children apply their phonic knowledge to decode words. They respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. They can read accurately by blending sounds in unfamiliar words containing GPCs taught. They read a range of simple common exception words e.g. said, they, once, she, friend, school; words with the endings -s, -es, -ing, -ed and -est and contractions e.g. I'm, can't, we'll. Also they know that apostrophes represent omitted letters. Children can read some phonically-decodable books, closely matched to phonic knowledge that do not require them to use other strategies to work out words. Children re-read these books to build up their fluency and confidence in word reading. They can read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.
Exceeding	Children can apply their phonic knowledge confidently and accurately to decode appropriate words. They respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. They confidently blend sounds where appropriate, in unfamiliar words. Children can read the full range of common exception words for YR 1 (Spelling appendix 1) and read words with a range of suffixes, including -s, -es, -ing, -ed and -est. Children can independently read words of more than one syllable, appropriate to age-related texts. They automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't. They can also read pseudo (alien) words with accuracy and fluency.

Unit 1.2 & 1.3 – Reading - comprehension	
Emerging	Children can participate in discussion about what is read to them, sometimes being able to answer questions or offer comments. With support, children will attempt to retell some key stories, fairy stories and traditional tales they have become very familiar with. They join in with others to recite some rhymes and poems by heart. They can talk about and enjoy some non-fiction text, becoming aware of their differences from stories. They read aloud and sometimes notice that the text does not make sense. Re-read with support or guidance. With help, children begin to make predictions about what might happen next. They draw simple inferences e.g. know that the king is happy by looking at the pictures.
Expected	Children listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently. They become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. Children can explain clearly their understanding of what is read to them and are able to participate in discussion about what is read. They link what they read to their own experiences. They recognise and join in with predictable phrases in poems and stories; reciting some by heart. Children can check that texts make sense when reading; self-correct and re-read inaccurate reading. They talk about the significance of the title and events and discuss the meanings of new words, linking them to words

	already known. Children can Infer on the basis of what is said and done and Predict what might happen on the basis of what has been read so far.
Exceeding	Children listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions. They securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing. They can link what they read to their own experiences. Children Join in automatically with predictable phrases in poems and stories. They can discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation. They quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting. Children can understand and explain how the title relates to the events or information within the text. They can confidently make inferences and credible predictions. Children can make useful contributions in discussion about what is read to them, responding to what others say.

Unit 1.4 & 1.5 – Writing - spelling	
Emerging	Children can name most letters of the alphabet and know some letter sequences in alphabetical order. They will begin to understand the words ‘singular’ and ‘plural’. Also know how to add ‘s’ to make plural nouns. They can recognise and understand what a compound word is. Children can spell some common exception words in the Y1spelling appendix. They can spell words using the prefix un- (unhappy); some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. Children can spell words containing each of the phonemes taught so far. They can write from memory, short and simple dictated phrases or sentences containing GPC s and words taught so far.
Expected	Children can name the letters of the alphabet in order. They can understand the differences between singular and plural. They can add suffixes s and es to words e.g. cats, witches. They can recognise and spell a set of simple compound words. Children can spell most common exception words in the Y1spelling appendix including the days of the week. They can spell words using the prefix un- (unhappy); some of the suffixes –ing, -ed, -er and –est where no change is made to the root word. Children can spell words containing each of the 40+ phonemes taught so far. Most of these words can be deciphered. They can write from memory, simple dictated sentences containing the GPCs and words taught so far.
Exceeding	Children can name the letters of the alphabet in order quickly and confidently. They can understand the differences between singular and plural. Also add suffixes s and es to words e.g. cats, witches; and to the 3 rd person singular e.g. catches. They can recognise and spell a wide range of simple compound words. Children can spell at least all the common exception words in the Y1spelling appendix. They can spell words using the prefix un- (unhappy); some of the suffixes –ing, -ed, -er and –est where no change is made to the root word; know how the affix affects the meaning of the word. Children can spell words containing all the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs. Children can confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.

Unit 1.6 - Handwriting	
Emerging	Some letters are correctly formed and orientated, including lower case, capital letters and digits. Children form capital letters correctly for their own name and the personal pronoun ‘I’. Most letters will sit on the line, however this may sometimes be with guidance. Children will leave some spaces between words, although this may not be consistent.
Expected	Children will sit correctly at a table and hold a pencil comfortably and correctly. Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may still be some inconsistency in size. Some capital letters will be formed correctly for names of people, places and the days of the week. Children will sit most of their letters on the line correctly and some spaces are left between words. Children will understand which letters belong to which handwriting ‘families’ and practise these with guidance.
Exceeding	Most letters are correctly formed and orientated, including lower case, capital letters and digits. Children will form capital letters correctly and appropriately relative to lower case letters. They

	will leave spaces between words that are appropriate in size and letters will sit on the line correctly.
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Unit 1.7 – Writing - composition	
Emerging	With support, children will say out loud what they are going to write about; talk about where the sentence begins and ends. They write simple phrases and sentences to form narratives based on real or fictional experiences. Children attempt to write to the task. As a group, children orally compose and write simple poems. With support, they re-read their writing to check it makes sense. After discussing their own writing with others, they make simple changes where suggested.
Expected	Before writing children can compose a sentence orally and talk about where the sentence begins and ends. They sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences. They attempt to write appropriately to the task. Children can compose orally and write simple poems. They can re-read their writing to check that it makes sense. After discussions with others they can make changes where suggested.
Exceeding	Children can compose sentences orally before writing, talk with some confidence about where a sentence begins and ends. They can write sequences of accurate sentences to form narratives based on real or fictional experiences. They re-read their writing independently to check that it makes sense. Children can orally compose and write a variety of simple poems, sometimes independently. They can discuss their writing with others and make appropriate revisions. When reading aloud their writing, they read clearly enough to be heard by their peers and the teacher.

Unit 1.8 – Writing – vocabulary, grammar and punctuation	
Emerging	Children will begin to use some features of Standard English, with prompting. They can write phrases, simple sentences or sentence-like structures, which can be partly understood. They can use a capital letter for their own name and for the personal pronoun 'I'. Children sometimes use a capital letter and full stop to show sentence boundaries, sometimes these will be in the right place. With prompting children can include adjectives to describe something. They can talk about question marks and exclamation marks, as well as, begin to know their purpose. Children can often include 'and' to join words and clauses.
Expected	Children will begin to use some features of Standard English e.g. I did. They can write sentences or sentence-like structures which can be clearly understood. Children sometimes use a capital letter and full stop to show sentence boundaries; sometimes use a question mark or exclamation mark in the right place. They leave finger spaces between words and often use 'and' to join words and clauses. Children can use a capital letter for the personal pronoun 'I' and sometimes use a capital letter for names of people and places, and days of the week. They include adjectives in their writing for description.
Exceeding	Children can use some features of Standard English e.g. I did, We were. They can write sentences which are usually grammatically accurate. Children reliably use a capital letter and full stop to show sentence boundaries; sometimes use a question mark or exclamation mark in the right place. They experiment with a range of joining words and often include adjectives for description. They can use a capital letters for names of people and places, days of the week, and for the personal pronoun 'I'.

Year 2

Unit 2.1 – Reading – word reading	
Emerging	Children regularly apply phonic knowledge and skills to decode unfamiliar words. They know and decode alternative sounds for most graphemes. Children can read: many familiar common exception words, e.g. because, both, most, would, many, Mr, Mrs, and two or more syllable words containing some common suffixes e.g. sadness, happiness, lonely. They use segmenting and blending to read unfamiliar words; then read automatically the words which are known.

	Children can read phonically-decodable books which include the GPCs which have been taught; regularly sound out new words.
Expected	Children can apply phonic knowledge and skills consistently to decode quickly and accurately. They can decode alternative sounds for graphemes and read most words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. Children can read a wider range of common exception words which have been taught, including most words from the YR2 Spelling appendix e.g because, beautiful, everybody, should, whole, parents, money. They can read most words without overtly segmenting and blending, once they are familiar, e.g. at over 90 words per minute. Children can read some phonically-decodable books with fluency; sound out unfamiliar words automatically and without undue hesitation. They re-read these books to build up their fluency and confidence in word reading.
Exceeding	Children can use phonic knowledge and skills to read automatically and with fluency. They confidently and independently read words with common suffixes. They automatically read a wide range of common exception words in Appendix 1, YR 2. Children use segmenting and blending only occasionally, when required for new words.

Unit 2.2 & 2.3 – Reading - comprehension

Emerging	Children enjoy some books and texts, sometimes choosing their own, and showing pleasure by talking about preferences. They listen to and talk about some poems, either contemporary or classical (or both); read a few poems independently; as well as stories, both those read to them and some of those read independently. When reading books matched to their phonic level, children show understanding; sometimes noticing that the text doesn't make sense and attempt to self-correct. Children know some stories including fairy tales and traditional tales; attempting to retell them orally and through writing, sometimes using prompts or support, and with variable success. They can make simple inferences on the basis of what is said and done, in a book that is familiar to them, e.g. infer that a character is angry when he shouts or stamps; predict that a character will have an accident when he runs on a slippery path. They know that non-fiction texts are different from fiction and become familiar with using the photographs, text boxes, bullet points and other areas of the text to begin to find things out. In a group, children learn to recite poems (or sections of poems) learnt by heart, as well as, attempt to recite a short, simple poem independently. They talk about favourite words and phrases; attempt to find out the meaning of new words.
Expected	Children are fully engaged with reading and take pleasure from books and texts. They listen to, discuss and express their views about a wide range of stories at a level beyond that which they can read independently, taking account of what others say. In a book they read accurately and fluently, they can make inferences on the basis of what is said and done; predict according to what has been read so far. They show understanding of texts read independently and can correct inaccurate reading. They listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently; recognising simple recurring literary language in them. When reciting a repertoire of learnt poems by heart, they do so using appropriate intonation. Children can discuss and express views about a range of non-fiction texts which are structured in different ways.
Exceeding	Children fully engage with reading various genres of text, including young paperbacks, sharing and explaining preferences. They show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. Children can discuss sequence of events accurately, and how items are related. They can discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing. Children can listen to, discuss and express views about a wide range of stories, explaining viewpoint, raising questions and responding to what others say. They accurately retell these, both orally and in writing, adding sufficient detail. They can make insightful inferences and predictions on the basis of information given. Children listen to, discuss and express views about a wide range of contemporary and classic poetry, including independent reading of some more challenging texts; able to explain viewpoint. They can recite by heart a repertoire of poems, both independently and in groups, using appropriate intonation to interest the audience.

	They can discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint.
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Unit 2.4 – Writing - spelling	
Emerging	Children can spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again. They will attempt to spell some common contractions e.g. it's, can't or mark singular possession e.g. Dad's coat. Children can accurately spell using affixes –un, -ing, -ed, and –est where the root does not change. They can write from memory, simple dictated sentences which include familiar words and GPCs. Children spell accurately most words containing previously taught phonemes. They can also spell some common homophones e.g. here, hear, to, two.
Expected	Children can write from memory, simple dictated sentences which include familiar words and GPCs. They can spell common decodable two and three syllable words which include familiar graphemes. They can accurately spell words with suffixes –ment, -ness, -ful, -less, -ly, including those requiring a change to the root word. Children spell most common exception words from Y2 spelling appendix e.g. because, every, children, father. They spell most common homophones YR 2 spelling appendix e.g. to, too, two, blue, blew. Children also spell many common contractions accurately e.g. it's, can't, didn't or to mark singular possession e.g. Mark's football.
Exceeding	Children can write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation. They spell confidently at the national standard, using phonetic knowledge and familiarity with Y2 spelling rules and conventions. They attempt to spell more ambitious vocabulary. Children can spell all common exception words and all common homophones in the YR 2 spelling appendix accurately. Children can distinguish between homophones and near homophones. They can also spell a wide range of common contractions accurately e.g. it's, can't, didn't or to mark singular possession.

Unit 2.5 – Handwriting	
Emerging	Children can hold their pencil correctly and their writing is legible. They can form lower-case letters in the correct direction, starting and finishing in the right place. They form lower-case letters of the correct size relative to one another in some of their writing. Children use spacing between words.
Expected	Children consistently form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. They can use appropriate spacing between words that reflects the size of the letters.
Exceeding	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. Children use diagonal and horizontal strokes needed to join some letters and they demonstrate an understanding of which letters, when adjacent to one another, are best left unjoined.

Unit 2.6 & 2.7 & 2.8 – Writing - composition	
Emerging	After discussion with the teacher children can write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form. They will re-read and check their own writing and with support, proof read for errors e.g. discuss where full stops should go. Children can write about real events, sometimes maintaining form. When writing poetry in a variety of forms, they begin to recognise its difference from other forms e.g. narrative.
Expected	Children can compose sentences orally. Use the drafting process to gather and write down ideas and key words. Children can write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form. They can write about real events maintaining form and purpose. Compose orally and write poetry in a variety of forms. Children can: re-read and check their writing; proof read for errors; evaluate word choice, grammar and punctuation; make revisions.

Exceeding	Children can compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawing from their reading to inform the vocabulary and grammar of their writing. They maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined. They write about real events independently maintaining form and purpose. They confidently and independently write poems which are effective, in a variety of forms. Children can read aloud what they have written with appropriate intonation to make the meaning clear.
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Unit 2.9 & 2.9b – Writing – vocabulary, grammar and punctuation	
Emerging	Children will sometimes use appropriate features of standard English e.g. I did, We were. They can recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing. They will begin to identify some of the following word classes: noun, adjective, verb and adverb. Children will show some examples of varied vocabulary, such as expanded noun phrases to add descriptive detail. They can use some capital letters for some proper nouns and the personal pronoun 'I'. They can use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks, some use of commas in a list. Some sentences will be co-ordinated with - and, or, but. Children can write sentences which are usually grammatically accurate, sequenced to form short narratives, combine words to form single clause sentences.
Expected	Children can use appropriate features of standard English. They can choose the past or present tense appropriately. They experiment with the progressive form e.g. She was swimming. Children can identify the word classes: noun, adjective, verb and adverb. They can use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs. Children can use varied sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in a list and apostrophes for contractions. They sometimes use subordination e.g. when, if, because. They can write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. They can also co-ordinate sentences using and, or, but.
Exceeding	Children consistently use appropriate features of standard English. They choose the past or present tense appropriately, including the progressive form. They can identify four word classes and select appropriate usage of word. Children can punctuate sentences accurately, including capital letters, full stops, question marks and exclamations marks; commas in lists and apostrophes for contracted forms and possessive (singular). They consistently use varied vocabulary to create detail and interest. They can vary the ways in which clauses are joined whether by co-ordination (using and, or, but) or subordinated (when, if, because). Children can consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions, statements and exclamations.

Language Plan

Early Years
Alphabet, Alphabetical order, beginning, book, capital letter, cover, end, familiar, finger space, full stop, invitation, instruction, letter, line, makaton, page, phonics, rhyme, sentence, story, tale, title, word, tier 1 words.
Year 1
Adjective, alien words, alphabet, Alphabetical order, author, blurb, capital letter, caption, character, common exception word, conjunction, consonant, contents, dictionary, digraph, exclamation mark, fiction, finger space, full stop, glossary, grammar, grapheme, illustrator, index, instruction, label, layout, letter sound, list, lower case, non-fiction, noun, phoneme, phonics, plural, poem, poetry, predict, prefix, punctuation, question, question mark, rhyme, rhythm, root word, sense, sentence, setting, singular, speech bubble, split digraph, suffix, title, traditional story, trigraph, upper case, verbs, vowel, word, word families, tier 2 words.
Year 2

Additions, adjective, adverb, advert, alliteration, anthology, antonym, apostrophe, ascender, bold print, capital letter, character, comma, common exception word, command, common, compound word, conjunction, consonant, contraction, corrections, descender, description, diary, digraph, ellipsis, exclamation, exclamation mark, explanation, fact, fiction, future, glossary, grapheme, grammar, heading, homophone, imperative verb, infer, information, instructions, inverted commas, invitations, italics, letter, list, menu, non-fiction, notes, noun phrase, past, phonemes, poet, possessive, prefix, present, pronoun, proof read, proper, publisher, punctuation, question, recount, riddle, root word, setting, simile, singular, split diagraph, statement, sub-heading, suffix, syllable, synonym, tense, text, theme, time adverbials, traditional story, trigraph, type, verb, verse, vowel, tier 2 words.

Speaking and Listening - Oracy Framework Strands

Linguistic – Vocabulary, asking & answer questions, orally develop own narratives.

Physical – Voice and good control of small movements.

Cognitive – Content, ask & answer questions, use of imaginary/memory skills, increasing attention span and being more active in the learning process, Clarifying and summarising.

Social and emotional – Confident to speak in a familiar group, take turns and work co-operatively, listening and responding.

Sequence of Teaching and Learning

Early Years: Foundation Stage 1

Term	Topic	Learning Objectives	Links
Autumn 1	All About Me	<p>Word Reading:</p> <ul style="list-style-type: none"> Pay attention and respond to the pictures or the words Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. 	<p>Word reading:</p> <ul style="list-style-type: none"> Modelling use of book areas, encouraging children to use. Other adult in school coming to read stories. Rhyme Time and book launch with Nursery Rhyme Book Letters and Sounds Highlighting signs in the local environment – link home challenge when walking to school to find different signs. House numbers <p>Comprehension:</p> <ul style="list-style-type: none"> Sharing of stories, linking to our environment enhancements eg related tuff tray, role play home corner with Tigers coming for tea Letters and sounds Daily active story and rhyme time. Book discussions about weeks/ term book. <p>Writing:</p> <ul style="list-style-type: none"> Encourage use of mark making (large and small movements) through different provision area, tuff trays to enhance mark making Finger rhymes – share with parents Encourage children to write their name (marks) on work they do.

		<ul style="list-style-type: none"> Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. <p>Writing:</p> <ul style="list-style-type: none"> Copy finger movements and other gestures Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	
<p>Autumn 2</p>	<p>Celebrations</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning 	<p>Word reading:</p> <ul style="list-style-type: none"> Encourage use of book area indoors and outdoor, modelling how to read books. Daily story time Daily rhyme time with word play Letters and Sounds <p>Comprehension:</p> <ul style="list-style-type: none"> Daily story and rhyme time Book discussions about weeks/ terms book inc new vocab from the book. Letters and sounds <p>Writing:</p> <ul style="list-style-type: none"> RWI letter formation Contribution to class topic book encouraging mark making Utilise all Opportunities to mark make in provision areas Name writing

		<ul style="list-style-type: none"> - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. <p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>We Are Rossington</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning 	<p>Word reading:</p> <ul style="list-style-type: none"> • Encourage use of book area indoors and outdoor, modelling book features eg blurb, front cover • Daily story and rhyme time – discuss book features • Letters and Sounds • Launchpad syllable games • Displaying and recognising logos from Rossington and of personal interest eg ASDA, school logo, products of food ch like. • Using shopping lists, to show writing contains information <p>Comprehension:</p> <ul style="list-style-type: none"> • Daily story and rhyme time • Book discussions about weeks/ terms book inc new vocab from the book. • Letters and sounds <p>Writing:</p> <ul style="list-style-type: none"> • Talk about marks they have made eg map of Rossington what are the different parts they have drawn? • Shopping lists as stimuli in writing area, can children talk about what they are? • Name writing • Developing pencil grip – see Fine motor skills, weekly or extended if following interest messy play to develop skills needed (eg sand, gloop, custard, jelly)

		<ul style="list-style-type: none"> - print can have different purposes Engage in extended conversations about stories, learning new vocabulary. <p>Writing:</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	<ul style="list-style-type: none"> RWI letter formation Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p>New Life</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes 	<p>Word reading:</p> <ul style="list-style-type: none"> Discussion through daily story time of text features eg full stop, capital letters Letters and sounds Daily rhyme time with word play Launchpad initial sound games <p>Comprehension:</p> <ul style="list-style-type: none"> Daily story and rhyme time Book discussions about weeks/ terms book inc new vocab from the book. Letters and sounds <p>Writing:</p> <ul style="list-style-type: none"> Have an environment that is language rich, with examples types and handwritten both indoors and outdoors as discussion points for children though high quality staff interactions and observations. Environment will also supply opportunities to mark make in as many areas as possible. Developing pencil grip -see Fine motor skills weekly or extended if following interest messy play to develop skills needed Easter cards for mark making. Drawing of observations of chicks and plants (Topic link) RWI letter formation Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words.

		<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. <p>Writing:</p> <ul style="list-style-type: none"> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>The Very Hungry Caterpillar</p>	<p>Word Reading</p> <ul style="list-style-type: none"> Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes Engage in extended conversations about 	<p>Word reading:</p> <ul style="list-style-type: none"> Story and Rhyme Time. Selection of rhyming books eg Oi Frog series, Julia Donaldson books, create rhyming strings Enhancements with magnetic letters, opportunities to make words such as at Letters and Sounds Phase 1 Aspect 5 and 7 Show and observe reading behaviours, how to read the print, are children doing this in their play? Link with topic books <p>Comprehension:</p> <ul style="list-style-type: none"> Daily story and rhyme time Book discussions about weeks/ terms book inc new vocab from the book. Letters and sounds <p>Writing:</p> <ul style="list-style-type: none"> RWI letter formation Homework challenges Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. Developing pencil grip -see Fine motor skills weekly or extended if following interest messy play to develop skills needed Making lists linked to role play

		<p>stories, learning new vocabulary.</p> <p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>What the Ladybird Heard at the Seaside</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. 	<p>Word reading:</p> <ul style="list-style-type: none"> • RWI • Letters and Sounds Phase 1 Aspect 5 and 7 • Lots of exposure to books, to be seen in children accessing reading areas indoors and outdoors. • Make own simple books linked to the topic • Daily story and rhyme time. <p>Comprehension:</p> <ul style="list-style-type: none"> • Daily story and rhyme time • Book discussions about weeks/ terms book inc new vocab from the book. • Letters and sounds <p>Writing:</p> <ul style="list-style-type: none"> • RWI – letter formation • Talk to children about the letters that represent the sounds they hear at the beginning of their own names and other familiar words. • Developing pencil grip -see Fine motor skills weekly or extended if following interest messy play to develop skills needed • Making lists linked to role play

		<p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	
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Early Years: Foundation Stage 2

Term	Topic	Learning Objectives	Links
Autumn 1	Me and My Community	<p>Word Reading</p> <ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Understand key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes • Engage in extended conversations about stories, learning new vocabulary. 	<p>Word reading: RWI</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • Point out the author, front covers, the illustrator and page numbers. • Demonstrate how to handle books carefully. • Staff members to model how to handle books carefully in the reading. • When reading texts, show the children where the text is, and how English print is read left to right and top to bottom. <p>Writing:</p> <ul style="list-style-type: none"> • Creating a family portrait, writing 'm' for mummy and 'd' for daddy. They will be encouraged to write some letters from their name. • Writing initial sounds.

		<p>Writing:</p> <ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Autumn 2</p>	<p>Celebrations</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Link to K&U</p>	<p>Word reading: RWI</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • Point out the author, front covers, the illustrator and page numbers. • Demonstrate how to handle books carefully. • Staff members to model how to handle books carefully in the reading. • When reading texts, show the children where the text is, and how English print is read left to right and top to bottom. <p>Writing:</p> <ul style="list-style-type: none"> • Introduce our class bears, Sam, Tim and Jen. • Write birthday cards and Christmas cards to our class bears, introduce tricky word 'to.' • Children are encouraged to write their full first name. • Writing spells. • List to Santa.

		<ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>Writing:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly, • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 1</p>	<p>Traditional Tales</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Reading Comprehension:</p> <ul style="list-style-type: none"> • Re-read books to build up their confidence in word reading, their 	<p>Word reading: RWI Comprehension:</p> <ul style="list-style-type: none"> • Children will be able to explain what the difference between an author and illustrator is. • Demonstrate how the non-fiction book has photographs. • After reading the non-fiction book about Chinese New Year, children will remember one fact from the book. • Children will point out where the first word is in a story. • Explain what a blurb is <p>Writing:</p> <ul style="list-style-type: none"> • Introduce capital letters. • Focus on writing tricky word ‘the.’ • Write a description of the troll. • Wanted posters to find the big bad wolf.

		<p>fluency and their understanding and enjoyment.</p> <p>Link to K&U</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories, including figures from the past. <p>Writing:</p> <ul style="list-style-type: none"> • Form lower-case and capital letters correctly, • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p>Farm</p>	<p>Word Reading</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school’s phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<p>Word reading: RWI</p> <p>Comprehension:</p> <ul style="list-style-type: none"> • Children will be able to explain what the difference between an author and illustrator is. • Demonstrate how the non-fiction book has photographs. • After reading the non-fiction book about Chinese New Year, children will remember one fact from the book. • Children will point out where the first word is in a story. • Explain what a blurb is <p>Writing:</p> <ul style="list-style-type: none"> • Introduce capital letters. • Writing a shopping list to take to take to the farm shop. • Little Red Hen speech bubbles.

		<p>Reading Comprehension:</p> <ul style="list-style-type: none"> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <p>Link to K&U</p> <ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. <p>Writing:</p> <ul style="list-style-type: none"> Form lower-case and capital letters correctly, Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Farmer Duck's to do list. For example, 'duck can cut, duck can dig, get the eggs.' Writing a recount of their farm visit.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 1</p>	<p>Africa</p>	<p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Reading Comprehension: ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> Demonstrate understanding of what 	<p>Word reading: RWI Comprehension:</p> <ul style="list-style-type: none"> Children will be encouraged to discuss who their favourite author and to name a book by that author. Demonstrate how to use page numbers to find the information you need in non-fiction books. Children will use the Atlas book to learn and talk about Africa. Children will learn African animal poems and perform them in front of their peers. <p>Writing:</p> <ul style="list-style-type: none"> Sentence checklist. Writing a story about a pretend visit to the jungle.

		<p>has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed, • Spell words by identifying sounds in them and representing the sounds with a letter or letters, • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Writing their own ‘Walking Through the Jungle’ poem. For example, I can see a snappy crocodile, I can see a big elephant.’
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer 2</p>	<p>Oceans</p>	<p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs • Read words consistent with their phonic knowledge by sound-blending • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Reading Comprehension: ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their 	<p>Word reading: RWI Comprehension:</p> <ul style="list-style-type: none"> • Children will be encouraged to discuss who their favourite author and to name a book by that author. • Demonstrate how to use page numbers to find the information you need in non-fiction books. • Children will use the non-fiction book Summer to learn and talk about the summer season. • Children will learn the poem ‘A Pirates Life’ by Sam Elias and perform it in front of their peers. <p>Writing:</p> <ul style="list-style-type: none"> • Sentence checklist. • Sports day writing, ‘I can run and jump.’ • Writing instructions to make a sandwich for the teddy bear's picnic.

		<p>own words and recently introduced vocabulary.</p> <ul style="list-style-type: none">• Anticipate – where appropriate – key events in stories.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Writing:</p> <ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed,• Spell words by identifying sounds in them and representing the sounds with a letter or letters,• Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none">• Writing a story about a pirate and a sea monster.
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